**Writing and Research Are Meta-Cognitive Processes.**

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| **Level One: Writing 100, Students will...** | **Level Two: Writing 101 / 106, Students will...** |
| Identify and evaluate other creators’ projects and argumentative moves in response to the needs of rhetorical contexts. | Develop and evaluate research and writing processes and modes that can be adapted to a variety of rhetorical contexts. |
| Reflect on the efficacy of researching, inventing, drafting, offering and enacting constructive feedback, and revising for their own writing. | Experiment with and refine reflective strategies that can be applied to researching, inventing, drafting, feedback, and revising for a variety of projects. |
| Study the importance of academic inquiry for knowledge creation and testing the soundness of beliefs. | Formulate strategies for academic inquiry as part of their processes for creating new knowledge and testing the soundness of their beliefs. |

**Information Has a Life Cycle and Value.**

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| **Level One: Writing 100, Students will...** | **Level Two: Writing 101 / 106, Students will...** |  |
| Revise their existing research strategies to reflect intellectual curiosity and discover a variety of authoritative perspectives. | Practice dynamic and adaptable research strategies that respond to mode, genre, and/or discipline. |  |
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| Acknowledge the factors that govern authority are complex and dependent on rhetorical context. | Choose information that will be persuasive in specific rhetorical contexts. |  |
| Practice rhetorically appropriate strategies for integrating information. | Enact increasingly sophisticated strategies for integrating existing information and creating new knowledge within and across disciplines and genres. |  |
| Take responsibility for crediting others not only to avoid plagiarism, but also to participate in the exchange of ideas. | Enact academic integrity principles and citation conventions as a way to establish credibility and acknowledge intellectual debts within disciplines and genres. |  |

**Writing Requires Entering an Ongoing Conversation**.

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| **Level One: Writing 100, Students will...** | **Level Two: 101 / 106, Students will...** |
| Develop and practice rhetorical reading strategies across modes and genres. | Use rhetorical reading strategies in their writing practices. |
| Recognize that writing responds to conversations in and across fields of knowledge, modes, and genres. | Participate in conversations that move within or across fields of knowledge, modes, and genres. |
| Recognize persuasive moves within or across modes, genres, and/or disciplines. | Employ persuasive moves within or across particular modes, genres, and/or disciplines. |
| Accurately and effectively summarize, paraphrase, and quote, accounting for the creators’ aim. Practice synthesizing multiple points of view. | Preserve creators’ positions within conversations while also synthesizing multiple points of view, including their own. |
| Distinguish between ambitious and unambitious theses, and practice developing appropriate theses. | Develop an ambitious, thought-provoking, arguable thesis in their writing projects. |

**Structure, Style, and Mechanics Are Rhetorical.**

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| **Level One: Writing 100, Students will...** | **Level Two: Writing 101 / 106, Students will...** |
| Explain the rhetorical importance of organizational strategies when constructing an argument. Identify and practice strategies for successful transitions within paragraphs and between paragraphs. | Practice project-driven organizational strategies, including mode-, genre-, or discipline-driven conventions of organization. Adapt transition strategies to a variety of rhetorical contexts. |
| Identify and practice strategies to develop concision, precision, freshness, and sentence variety through specific choices in syntax and diction. | Identify and practice project-, mode-, genre-, or discipline-driven approaches to syntax and diction, including the relationship between rhetorical context and tone. |
| Describe how mechanical choices are rhetorical. | Practice and refine strategies for making mechanical choices. |
| Articulate the rationale behind format and citation as a response to rhetorical context and follow appropriate citation conventions. | Identify and practice discipline- and genre-specific formatting and citation conventions. |